15th International Conference on Technology Supported Learning & Training

The Largest Global E-Learning Conference
for the Corporate, Education and Public Service Sectors

Lifelong Learning
Open Access Edugaming OER
Mobile Learning Virtual Campus
Cloud Computing Web 3.0 ePortfolios
Knowledge Management Content Design
Digital Learning Tools Corporate Training
Constructivist Learning Digital Wisdom
Next-Gen Learner Learning 3.0
Social Software School Education
Higher Education Simulations
Virtual World Digital Wisdom
Podcasting Informal Learning

Post-Conference Report

December 2 – 4, 2009
Hotel InterContinental Berlin

Organiser:

ICWE
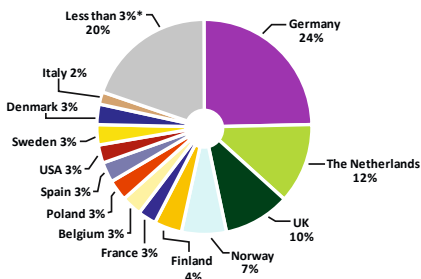International Conferences,
Workshops and Exhibitions

Over 2000 participants from the world of learning and technology attended the **15th edition** of **ONLINE EDUCA BERLIN 2009**. More than ever before, the largest global conference on technology-supported learning and training celebrated interactivity and innovation. **Share, innovate and succeed** were 2009's keywords – and that's exactly what the participants did, both off- and online!

More than **400 speakers** from **38 countries** shared their knowledge and experiences in **85 parallel sessions**, including formats such as **'The ONLINE EDUCA Debate'** and the **'Battle of the Bloggers'**, as well as a host of forums, workshops, seminars and plenary sessions. ONLINE EDUCA BERLIN was accompanied by an extensive exhibition area, with 104 exhibitors from 20 countries, including several national pavillions, showcasing the latest e-learning products and services.
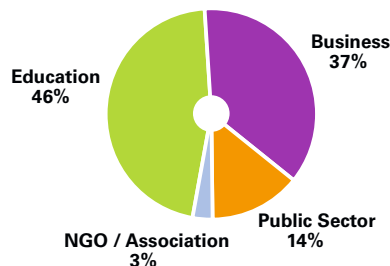

ONLINE EDUCA BERLIN 2009 was attended by **2078 delegates** from **92 countries**. The countries with the largest number of participants after the host country were: *** The Netherlands**: 12%, *** United Kingdom**: 10%, *** Norway**: 7%, *** Finland**: 4%, *** France**: 3%, *** Belgium**: 3%.

Country Representation 2009

Less than 3%* 20%
Germany 24%
Italy 2%
Denmark 3%
Sweden 3%
USA 3%
Spain 3%
Poland 3%
Belgium 3%
France 3%
Finland 4%
Norway 7%
UK 10%
The Netherlands 12%

Sector Representation 2009

Business 37%
Education 46%
NGO / Association 3%
Public Sector 14%

Less than 3%: Albania, Argentina, Armenia, Australia, Austria, Azerbaijan, Bahrain, Bangladesh, Bosnia/Herzegovina, Brazil, Bulgaria, Burkina Faso, Burundi, Cambodia, Canada, Chile, Costa Rica, Croatia, Cyprus, Czech Republic, Djibouti, Estonia, Ethiopia, Fiji, Gambia, Georgia, Ghana, Greece, Hong Kong, Hungary, India, Indonesia, Ireland, Jordan, Kenya, Kuwait, Lebanon, Lithuania, Luxembourg, Madagascar, Malawi, Malaysia, Mali, Mauritania, Mauritius, Mexico, Mongolia, Morocco, Mozambique, Namibia, New Zealand, Nigeria, Oman, Pakistan, Palestinian Authority, Peru, Philippines, Portugal, Qatar, Romania, Russia, Saudi Arabia, Senegal, Serbia, Slovenia, Somaliland, South Africa, Sri Lanka, Switzerland, Tanzania, Thailand

ONLINE EDUCA 2009 was one of the best e-learning conferences I have ever attended — and I have attended hundreds. :-) I am only sorry that I missed the first 14 years. I certainly won't make that mistake again.
Thank you for the opportunity to participate in the conference. I was very impressed with the quality of the speakers and attendees. It was very productive for everyone, and we all shared some wonderful innovations and 'big ideas'. I would love to do it again next year!

David James Clarke IV,
Toolwire, Inc., USA

Can I congratulate you on your organisation. I have done something like about 30 talks/conferences this year and absolutely no organisation can match you in terms of support, marketing, promotion and simply being really helpful. That is the reason why I wanted to come back again this year [...] Really well done and thanks.

Russell Stannard,
University of Westminster, UK

PRE-CONFERENCE EVENTS

The pre-conference events on **Wednesday, December 2nd** included 11 well attended workshops and seminars, as well as two pre-conference forums. The **5th International Forum on Technology Assisted Learning and Training for Defence, Security and Emergency Services** was heaving with informative presentations from high-profile speakers including Dale Sheehan, the head of Training at INTERPOL. The forum's organisers, the New Security Foundation, also arranged a roundtable discussion with businessmen and academics in Brandenburg, and launched the first edition of the new magazine, *New Security Learning.*

The **School Forum** premiered this year at ONLINE EDUCA BERLIN and informed 175 teachers and headmasters about technology-enhanced learning by means of an expert-led plenum and dedicated subject forums for hands-on learning. The School Forum also hosted Wyse Technology's **21st Century Learning Classroom**, as well as many other info stands from relevant learning partners.

Other pre-conference events offered participants the opportunity to acquire new skills, gain new insights and engage in some valuable networking prior to the main conference. The topics were:

✦ Educational Tools and Flexible Learning Environments for Teaching and Learning in Immersive Virtual Worlds

✦ Mobile Learning in Practice: How to Start with mLearning

✦ The Moodle Experience: Moodle in Practice and New Developments

✦ Learning, Innovation and ICT

✦ Advancing the Quality Landscape: The New International Quality Certifications for E-Learning

✦ Engage in Game-Based Learning

✦ Informal Learning + Web 2.0 = Social Learning Breakthroughs

✦ Learning in 3D: Bringing a New Dimension to Enterprise Learning and Collaboration

✦ Creating Academic Learning Futures

✦ Moving Beyond the Crisis Powered by Knowledge and Learning Solutions – What is the NEXT Practice?

✦ Competence Development with ePortfolios

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We very much enjoyed the event and it was a great success as far as our agency and the European Commission are concerned.

Brian Holmes,
European Commission, Education, Audiovisual and Culture Executive Agency, Belgium

From my point of view ONLINE EDUCA BERLIN 2009 not only has demonstrated to everybody that this sector continues to grow despite the financial crisis, but it also has strengthened its leading position as the world's largest technology-enhanced learning conference.

Íñigo Babot,
IBBM Consultores and Universidad Ramón Llull, Spain

This was our first time exhibiting at ONLINE EDUCA BERLIN. The response from potential customers was beyond our expectations. Information and facilitation before and during the conference has been excellent. We will definitely be back next year.

Anders Bjerkholt,
Moava, Norway

I have enjoyed these three days and they gave me further input to my job.

Ellen Sørensen,
Buskerud University College, Norway

MAIN CONFERENCE PROGRAMME

The main conference was held on **Thursday, December 3rd** and **Friday, December 4th**. It included 4 plenary and 85 parallel sessions, featuring a range of **interactive formats**, such as **OEB Labs, Learnshops, Knowledge Exchange Sessions, Demonstrations and Best Practice Showcases, Special Interest Group Lunches** and networking events such as the OEB party at the gorgeous Berlin 'Wasserwerk' location.

The agenda for ONLINE EDUCA BERLIN 2009 was organised around the following main conference themes:

✦ **Learning Futures of a Different Kind (FUT)**

✦ **Pedagogical Strategies for Online Learning (PED)**

✦ **Business Models and the Impact of Open Source Solutions (BUS)**

✦ **Next Generation Learning Strategies (STR)**

✦ **Mixed Media in Online Learning (MED)**

✦ **E-Learning in a Time of Global Financial Restructuring (FIN)**

✦ **Innovative Technological Solutions to Support Learning (INN)**

✦ **Creating, Reusing and Managing Content (CON)**

✦ **Creating the New Era of Corporate Learning (COR)**

✦ **Learning on the Move (MOV)**

✦ **Measuring and Understanding the Impact (IMP)**

✦ **The Potential of Brain Science and Its Impact on Learning (BRA)**

✦ **Learning as a Social Activity (SOC)**

> **ONLINE EDUCA is one of the best conferences, everything works with the exact German way.**
>
> **Terhi-Maija Itkonen-Isakov,** Metropolia University of Applied Sciences/E-Team, Finland
>
> ───────────────────────
>
> **It was the best and most informative conference I have ever attended and I am looking forward to implementing my learning in the workplace.**
>
> **Tracey Moore,** PNE Group, UK

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PLENARY SESSIONS

OPENING PLENARY – A STRONG CALL FOR EDUCATIONAL TRANSFORMATION

The Opening Plenary, chaired by **Ingeborg Bø**, Board Member of EFQUEL, Former Executive Director of NADE (Norwegian Association of Distance Education), Norway, spelt out a clear message that educational practice needs to adjust dramatically to the demands and expectations of today's society. **Lord Puttnam**, Oscar-winning filmmaker and high-profile champion for educational reform, UK, used his favourite medium to bring this message across. He illustrated his call for 'Planet Change' with the first scenes from his impressive new film *We Are The People We've Been Waiting For*. **Brian Durrant** of the London Grid for Learning, UK, reinforced the need for transformation of the educational landscape, explaining how learning management systems not only help to structure education but also motivate students, highlighting the importance of good change management. **Zenna Atkins**, Social Solutions, UK, described her vision of today's educational needs, sharing a range of personal anecdotes in a highly entertaining combination of basic truths and ironic wit. She also referred to the "relevance gap" between what education delivers and what society really demands, as well as to the "credibility gap", the gap between the level of scholastic achievements of parents and their children; expectations are much higher today. Finally, Zenna summarised her keynote, and this Opening Plenary, with the statement "I need my kids' learning to be as flexible as I know their lives are going to be!"

> **The best and hardest parts of OEB are the same – how to bring so many different points of view together for a comprehensive, engaging experience. I think you all have done a pretty darn good job. This is, hands down, the best international e-learning event in the world.**
>
> **- unknown -**

ONLINE EDUCA DEBATE – IS TECHNOLOGY DAMAGING STUDENTS MINDS?

This year also featured the premiere of **'The ONLINE EDUCA Debate'**, a lively event hosted by former British Member of Parliament **Harold Elletson**, UK. Knives were sharpened in a packed room when **Aric Sigman**, author of *Remotely Controlled*, USA, and **Bruce Anderson** (nicknamed "the Brute"), political columnist for *The Independent*, UK proposed the motion: "The increasing use of technology and social software is damaging students' minds and undermining the benefits of traditional methods of learning." Opposing, with a vengeance, were **Donald Clark**, Director of LINE, Caspian and UFI, UK, and **Jerry Michalski**, Founder and President of Sociate, USA. After a heated debate in which personal attacks were not shunned, the latter two won the argument – but by a surprisingly close margin.

EDUCATIONAL PLENARY – A CALL FOR LEARNING FUTURES

Gilly Salmon, professor of E-Learning and Learning Technologies at the University of Leicester, UK, kicked off this educational plenary that was chaired by **Ellen D. Wagner**, Sage Road Solutions, LLC, USA. In Gilly's presentation entitled **'Learning: Living It Forwards, Understanding It Backwards'** she made a case for continuing to try to include technology in learning, even though things can seem to move forward very slowly. **Aaron Porter**, Vice-President of the National Union of Students, UK, was invited to present the results of his research. 96% of students use ICT in daily life and for studying, but they don't nearly use all available ICT tools. **Artur Dyro**, Founder and Managing Director of Young Digital Planet SA, Poland, talked about **'What the Publishing Industry Can Learn from Today's Learners'** and explained that the digital age forces publishers to transform into service providers. The last speaker of this educational plenary was **Lizbeth Goodman**, Director of Research for Futurelab Education and Legacy Chair of Creative Technology Innovation from the University of East London, UK, who spoke about **'21st Century Learning for All: Innovative Tools and Methods in Practice-Based Education for People of All Ages and Abilities'**. Showing several empowering case studies, she made an impressive call for e-inclusion of disabled children.

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CORPORATE PLENARY – FROM 'KNOWLEDGE IS POWER' TO 'ACCESS IS POWER'

At the corporate plenary session on Friday morning, there was standing-room only. Entitled **'Responding to the Changing World of Work'**, this plenary, chaired by **Charles Jennings**, Duntroon Associates Ltd., UK, focused on access to networks, platforms and the power of experiential learning. **Tarkan Maner**, CEO of Wyse Technology, USA, explained the power of virtualisation and the move to computing in "the cloud" and away from traditional PC-based devices. **Martin Dougiamas**, Founder of Moodle, Australia, provided participants with a set of great insights into the way Moodle has developed as a successful community-driven, open-source platform. **David James Clarke IV**, Toolwire, Inc., USA, delivered an animated presentation regarding the power of experiential learning and the move from "knowledge is power" to "access is power" in the world of ubiquitous information. Clarke also provided examples of the value of an experiential learning approach from a large-scale study with the University of Phoenix.

BATTLE OF THE BLOGGERS AND TALES OF THE TWITTERS

Not only panellists, such as Donald Clark, LINE Communications, UK, Clive Shepherd, Fastrak Consulting Ltd, UK, Jane Hart, C4LPT, UK, and Ellen D. Wagner, Sage Road Solutions, LLC, USA, discussed some of this year's important topics at ONLINE EDUCA BERLIN – the audience was also very much included in the discussion, both live and commenting via **backchannel**. Bert de Coutere, IBM, Belgium, wanted to know about the **future of learning and teaching**, how **Blended Learning** should work and how large the influence of **Brain Science** on pedagogical practice is. Clive Shepherd continued where ONLINE EDUCA BERLIN stopped and provided a lot of post-Battle of the Bloggers answers on his blog.

Ellen blogged in her post-conference tale: "I know we can read the papers and view the presentations, follow the #oeb2009 tweets and retweet what others are saying. We can reach out and virtually touch someone in a webinar. But you know... and I know I am speaking heresy here... but sometimes being there, in person, really is better."

HELLO PEDAGOGY – LEARNERS FIRST

The technology is there, now a change in pedagogy needs to lead the way with collaborative learning and learner-centred didactical methods. This message was clearly heard at OEB 2009 and came from researchers, trainers and from students themselves. Guus Wijngaards from INHolland University, The Netherlands, invited six pupils from the German **Humboldt Gymnasium** and the **Nelson Mandela School** and discussed the need for change in Germany in the **School Session**. Whereas Guus Wijngaards pleaded for small steps towards a new pedagogy, Gilly Salmon of Leicester University, UK, and other speakers wanted more radical change. Innovative teachers are needed who are not afraid to use technology. Russell Stannard from the University of Westminster, UK, led the way with his digital teacher training initiatives; he hosted an **OEB Lab**, filled to the brim with interested participants. **The Innovative School Agenda** looked at didactical changes at macro-level, with speakers such as Nikitas Kastis, MENON Network and Lambrakis Research Foundation, Greece, Andrew Watt, independent consultant Edinburgh, UK, and Martin Zimnol, IFB, Germany and co-presenter Gabriele Lonz, LMZ Rheinland Pfalz, Germany comparing e-learning policies in various European countries.

The question of whether **learning with mixed media is a hype or a hit**, was discussed by Inge de Waard, Institute of Tropical Medicine, Belgium, who pleaded for an e-learning 2.0 'mash-up' and made a strong case for the integration of social media for teaching purposes. Christine Redecker, European Commission (IPTS), Spain, who wrote the report *Review of Learning 2.0 Practices: Study on the Impact of Web 2.0 Innovations on Education and Training in Europe,* offers similar conclusions. In particular social computing applications contribute to the personalisation of learning, enabling learners better to adapt learning strategies to their individual needs and constraints. At the same time, social, networked and collaborative learning are supported, opening up new opportunities for **accessing, managing, producing and sharing knowledge**. Other speakers in the session were Paul Den Hertog, University of Amsterdam, The Netherlands, and John Hill, University of Denver, USA. In general, all speakers rather agreed with each other and called for a **focus on the learner**, instead of technology. Wilfred Rubens, Gilde Opleidingen, The Netherlands, who also used a backchannel to include feedback from the audience, moderated this session.

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> **Congratulations on producing such a spectacular event. […] It was my first, and I was impressed.**
>
> **Jerry Michalski,**
> Sociate, USA

E-LEARNING AND FOOTBALL?

Sports, particularly football, play a crucial role in the integration of young people into society. At OEB 2009, five fascinating e-learning projects involving sports were presented – one of the highlights was the language learning programme of the **Premier League football club Arsenal FC**, which was demonstrated by Julie Stoker, Arsenal FC Double Club, UK.

Jo Robson, Rex Hall Associates/Playing for Success, UK, presented '**Playing for Success**', a UK project that successfully attracts young people by offering the opportunity to learn in sports venues rather than in the classroom. Michael Härtel, BIBB: Federal Institute for Vocational Education and Training, Germany, focused on how football stadiums can serve as authentic working worlds to grab pupils' attention and provide them with orientation for their own career choices. Finally, Frank Vohle, University of Augsburg, Institute of Media and Educational Technology, Germany, showed how **video annotations** improve the training of coaches and referees, and Benedict Steilmann, Don Bosco Jugend Dritte Welt e.V., Germany, presented the PC learning game *Champions for South Africa*, in which pupils experience the *Rainbow Nation* during the upcoming World Cup from the perspective of street kids.

BRIDGING THE E-LEARNING DIVIDE

A very popular session this year was the one on '**Access to Content in the Developing World'**, chaired by Shafika Isaacs, South Africa. This highly interactive session discussed the knowledge gap between rural and urban Africa and featured Gideon Emcee Christian, International Development Research Centre (IDRC), Canada, Daniel Richard Stern, UConnect, Uganda, Jens Schneider and Maggy Beukes-Amiss, from the eLearning Centre, Namibia, who talked about how to bridge the content divide using a multistakeholder network, and Toby Harper-Merrett, Université de Montréal, Canada, on PanAfrican research.

New ways and tools for efficient collaboration and communication in **intercultural learning environments**, were shown by Thorsten Randel, scoyo GmbH, Germany, Rupert Beinhauer, FH Joanneum, Austria, who spoke about **cross-cultural learning** in vocational training, and Libor Stepanek, Masaryk University Brno, Czech Republic, who, like many others this year, focused on **learner-centred design.**

The conference was inspiring and interesting.

Paul Dirckx,
Fontys University of Applied Sciences, The Netherlands

The conference was excellent and thought provoking and the conference food was outstanding. Thank you!

Katharine Iles,
JANET, UK

You did a great job again!

Timo Sartoris,
SKYLIGHT GmbH, Germany

Back home now in Scotland, but enjoyed ONLINE EDUCA 2009 immensely. Please pass on CAPDM's regards to your organising colleagues for a job well done.

Ken Currie,
CAPDM Ltd., UK

I just wanted to drop a couple lines to thank you and all your team, personally and on behalf of all Moodle people, for putting together a great conference one more year.

Jordi Vila,
CV&A Consulting, Spain

Enormous thanks for the conference. It was really lovely. I hope to attend it next year.

Rafal Morusiewicz,
Warsaw School of Social Sciences and Humanities, Poland

INNOVATION

Sessions relating to innovation showed the experiences of using innovative tools in different sectors. The **UNITRACC platform** showed how it offers planning, construction, maintenance, operation and rehabilitation services for the construction sector. Training with virtual patients was presented as a new approach to improve clinical decision-making. The experience of **Social Spaces for Research and Innovation** showed the use of e-learning solutions for people with intellectual disabilities to improve their work and social integration.

The session on **Open Source Solutions** showed that there is a change in attitude within organisations, which don't only view OERs as a cost-saving exercise, but increasingly acknowledge the pedagogical and social advantages, as demonstrated in the session. Two concrete examples were shown: **Linux Terminal Server Systems** and **Web 2.0 solutions**. Open Educational Resources **publications** continue to grow worldwide, whereas major fears in this field remain the loss of control and IPR issues. The speakers showed how they solved this problem with their content providers and how the use of **Creative Commons** has helped to overcome various barriers.

When talking about **Cooperative Content Creation**, the experience of Deltion College in the Netherlands showed how their educational search engine **Fiducia** could be serious competition for Google, as far as education and training are concerned. And the **Finnish experience** demonstrated how it is possible to develop online digital content through a **peer production method**, which after many tests has proved to work perfectly and with sustainable results.

Innovation through artificial intelligence, the future is here! This was shown by Jenny Petrucci, Università degli Studi Guglielmo Marconi – Telematica, Italy, who showed intriguing examples of how intelligent agents can help teach tutors and could, therefore, become a valuable tool in lifelong learning processes. Harri Ketamo from the Satakunta University of Applied Sciences, Finland, spoke of **teachable media agents** and how they can help us select and take in the information we really require, a necessary tool in this time of rich information overload!

GOING MOBILE – ANYTIME, ANY PLACE, OEB 2009

Learners are increasingly accessing e-learning content via mobile devices and ONLINE EDUCA BERLIN 2009 devoted a **mobile track** to this. Speakers, such as Scott Hennessy, Leeds Institute of Medical Education, UK, and Martin Rodriguez, IE Business School, Spain, talked about how providers need to tailor courseware, learning management systems and learning materials to cater to a wider variety of device platforms. In the Mobile Learning Experience, Niall Winters from the London Learning Lab, UK, Patrick Blum, Inside Unternehmensgruppe, Germany, and Gavin Cooney, Learnosity, Ireland, provided participants with a variety of interesting **mobile learning showcases**, such as mobile flashcards and the use of mobile phones for language learning. Other practical and informative showcases came from the Netherlands, from SURFnet's special focus session on the topic of mobile learning. The use of **Twitter** at **#oeb2009** showed that mobile learning has really gone 2.0 for an increasing amount of participants, with an immense amount of OEB-Tweets commenting on presentations, providing additional online evidence and pointing out interesting speakers and sessions.

USE YOUR BRAIN! – A FRESH APPROACH

The session on the neurological effects of technology on learning processes, chaired by Jay Cross of the Internet Time Group, USA, featured speakers Margarido Romero, Ouak.net, France, Daniel Willingham, University of Virginia, USA, and Hauke Heekeren, Freie Universität Berlin and Max-Planck-Institute for Human Development, Germany. Neuroscientist Hauke Heekeren explained there is no such thing as a **learning centre** in our brain, and that learning is influenced rather by a range of dynamic networks in the brain. He concluded that "neuroscience gives no prescriptions for instructional design, only descriptions". Via Skype, Daniel Willingham, author of *Why Don't Students Like School?* agreed with Heekeren and compared the added value of neuroscience for teaching practice to **snake oil**, a comment which was welcomed by some of the NLP-sceptics attending this session.

NEXT GENERATION LEARNING – HERE TO STAY

Three themes that were quite strongly linked were **Next Generation Learning Strategies**, **Learning Futures of a Different Kind** and **Learning as a Social Activity**. One session within this theme that was of particular interest was **'Narrative and Storytelling in Teaching and Learning'**. With the advent of personalised digital tools, there are new opportunities emerging for taking **storytelling and narrative** to a highly personal level of learning. Chaired by Graham Attwell, Director of the research group Pontydysgu, three presenters shared their explorations of the use of personal narratives within learning contexts. Christopher Murray, University of Leeds School of Medicine, UK, described the use by medical students of digital photography, voice recording and PowerPoint as simple tools to build **reflective narratives** recounting their first patient visits. The **e-VITA Project**, described by Lucia Pannese, imaginary SLR, Italy, focused on the **capturing of stories** detailing one generation's experience in order to help a subsequent generation understand their experiences. Finally, Cristina Costa from the University of Salford, UK, first explored the use of **storytelling within a cultural and personal context**, showing the traditional grounding of this activity and its importance to the development of society. She then showed how Web 2.0 tools now enable a more diverse range of personal narratives to be created.

Another session within this theme provided more of an insight into the unpinning structuring of learning activities. **'Instructional Design Strategies for Next Generation Learning'**, chaired by Shirley Williams of University of Reading, UK, touched on several emerging immersive learning environments but with a focus on the design approaches that had been used in their development. Rob Nadolski from the Open University of the Netherlands – CELSTEC, The Netherlands, described work being undertaken in CELSTEC to enable the rapid development of immersive learning environments. In contrast, Magdalena Jasińska described work being undertaken by herself and colleagues at the Maria Curie Skłodowska University, Poland, into presenting science to young learners through **non-traditional, online environments**. At the same time they are also seeking to ensure teachers understand and can leverage these digital approaches to science teaching.

A presentation by Tinko Stoyanov, Infoart, Bulgaria, had a focus on **designing more efficient e-learning processes**. Highlighting the failure of e-learning to deliver anticipated benefits, he suggested that integration of a new paradigm of information structuring and content work-flow with process management elements would lead to the improvement of outcomes and efficiency in the learning process. The final paper in this session, from Valérie Boudier, KTM Advance, France, focused on the **cultural "gap"** that exists between those who design and develop games and those who define the pedagogical objectives of the use of games in a learning context.

A final session, giving a flavour of **Next Generation Learning Strategies**, focused on '**Blending Synchronous and Virtual Learning Approaches'**. Chaired by Andrew Watt, three presenters each explored aspects of how the blending of various learning activities or design approaches might create more effective outcomes. Susanna Sancassani, METID Centre - Politecnico di Milano, Italy, opened the session by exploring a dilemma: Is it possible to adopt the fundamental dynamics of a community of practice to a short course for high-level managers? In contrast, the presentation by Christian Pleul and Claudius Terkowsky from the Technische Universität Dortmund, Germany, reported on work undertaken with a very different group of learners: engineers. **The PeTAX Project**, a collaboration between universities in Germany, Sweden and Italy, aims to develop a prototype for an e-learning environment for the development, implementation and delivery of educational and training programmes in the area of manufacturing technology, using Moodle as the technical platform. The final presentation, by Symeon Retalis, University of Piraeus, Greece, focused on the various digital tools available to support innovation and creativity, the costs of the tools and how they might most effectively be blended to provide a coherent

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I would like to congratulate you on the conference, it has been a great meeting, very interesting, and the organisation has been perfect, thank you!

Pablo San Roman Bengoetxea,
NUP-UPNA, Spain

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I'm looking forward to next year's conference and planning to upload an article to take a part in it more actively.

Tamar Lominadze,
Georgian Technical University, Georgia

package to support distributed teams of innovators who want to collaborate on product design.

Within the **Learning Futures of a Different Kind** theme, one session was of special interest. **'What Have We Learned from Several Decades of Innovation?'** brought together perspectives and research on what the growing legacy of e-learning activity has provided in terms of informing developments going forward.

Of particular interest was the research undertaken by **Towards Maturity**, which was presented by Laura Overton, Towards Maturity, UK. With an initial promise of being nothing less than transformational, e-learning has recently been subject to some serious criticism of its supposed failure to deliver. Using a metaphor of the Berlin Wall, Overton explored the issues that oblige **training departments** and HR to walk a fine line between the commercial interests of organisations and the learning needs of individuals.

Overall the most striking aspect of these three themes of **Next Generation Learning Strategies**, **Learning Futures of a Different Kind** and **Learning as a Social Activity** was the sheer diversity of topics covered and the tremendous range of knowledge and experience that presenters shared with delegates. The diversity was not just apparent in the range of learning tools that were explored but in the learning contexts and environments in which they are now being used.

WORKPLACE INNOVATION – DELIVERING MORE FOR LESS

For the first time, the extensive agenda reflected a specific strand of sessions dedicated to **workplace innovation and business results**. This not only appealed to the increasing number of delegates from private and public sector organisations, but also provided useful insights for academic institutions looking to engage the workplace better.

The conference looked at the challenges of **delivering more for less** in business and saw how organisations, such as SAP, Deloitte and BT, are creatively using learning technologies to deliver innovative programmes that maximise impact.

Delivering business results was another theme explored at the event. Hervé Potelle of PSA PEUGEOT - CITROËN, France, described how his company has developed a system to understand the **quality of learning interventions** worldwide and Winfried Albrink, Henkel AG, Germany, described the importance of aligning learning interventions with business priorities through the use of **appropriate scenarios within a blended learning approach**.

Workplace innovation was a theme extensively explored by the conference and delegates had a chance to see how Web 2.0 technologies in learning were starting to deliver results. Kenny Henderson, Sky, UK described the results of this innovation in the performance of new recruits within the business and Gerard Vélez, La Caixa, Spain, outlined how **social networks** allowed staff to innovate by sharing ideas in order to improve sales.

The OEB 2009 was a great and fruitful experience! It made me realise how far away we are as a developing country (Philippines) with the rest of the world on e-learning technology.

Evelyn R. Laurito,
University of Santo Tomas, Philippines

Always a pleasure!

Gillian Martin Mehers,
Bright Green Learning @ Atadore SARL, Switzerland

I think the conference is very professional, and I want to thank you for a very good and useful learning experience this year :)

Gry Anita Hemsing,
University of Oslo, Norway

UNCONFERENCE SESSIONS – CREATING THE NEW ERA OF CORPORATE LEARNING

Professionals attend conferences to learn things, yet conference participants often say they learn more in the hallway than in formal sessions. **Unconferences** bring the hallway conversations back into the main conference by handing over the control to participants instead of to the experts on stage. According to Wikipedia, an "unconference is a conference where the content of the sessions is driven and created by the participants, generally day-by-day during the course of the event, rather than by the organisers". Many people attended the ONLINE EDUCA BERLIN Unconference led by Jerry Michalski, Sociate, USA, and Jay Cross, Internet Time Group, USA, to find out directly how unconferences boost morale and save both time and money.
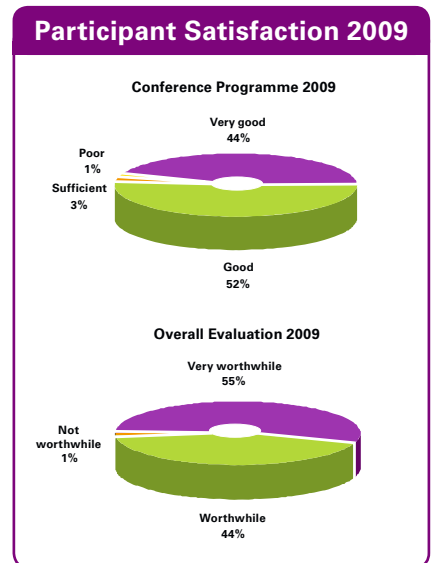
To provide more sessions of interest to participants from the corporate and business world, Internet Time Alliance conducted two days of unconference sessions focused on **'Creating the New Era of Corporate Learning'**. The first session, **'The Great Training Robbery'** addressed the issue of why so much time, effort and money is wasted in corporate learning and offered striking examples to get people thinking about their own organisations' issues. As an example of a more economical approach, (Internet Time) Alliance members Harold Jarche, Jarche Consulting, and Jon Husband, Wirearchy, in Canada joined Jay Cross, Charles Jennings, Duntroon Associates Ltd., UK, and Jane Hart, Centre for Learning & Performance Technologies (C4LPT), UK, in Berlin using free, real-time collaboration software.

PECHA KUCHA – AND MANY MORE NEW FORMATS AT OEB

Several sessions on the future of management training and technical training were streamed to the web; recordings are available in a web archive. Heike Philp, LANCELOT School GmbH, Germany, conducted a standing-room-only **'Pecha Kucha'** event within the unconference sessions where participants were challenged to present a theme with 20 slides of 20 seconds each. (Even) the inventor of this meeting technique attended the ONLINE EDUCA webcast virtually from Tokyo! Another event was the **'Instructional Video Fest'**, where people were asked to view and judge the merits of a dozen top videos from the web.

Another new format was the **OEB Lab**, where 20 laptops with wireless access and equipped with a range of **open software** such as JING, were at the disposal of participants who had previously signed up for those sessions. Many extra chairs had to be placed in the Lab hosted by Russell Stannard who explained the use of his award-winning **teacher training videos** in a crowded session room, giving new meaning to the term shareware. Further interaction at ONLINE EDUCA BERLIN 2009 could be found in **Learning Cafés, Knowledge Exchange Sessions, Demonstration and Best Practice Showcases, Special Interest Lunches**, and **OEB Learnshops**.

Participant Satisfaction 2009

Conference Programme 2009

Very good 44%
Poor 1%
Sufficient 3%
Good 52%

Overall Evaluation 2009

Very worthwhile 55%
Not worthwhile 1%
Worthwhile 44%

I very much liked the special format sessions, like Pecha Kucha. Also the Waterworks event was great. Much more fun than staying in the hotel.

Paul Westeneng,
Andriessen en Partners, The Netherlands

It was our first time at ONLINE EDUCA and it was a good experience for us to meet the software and IT people to discuss the opportunities of integrating digital microscopes in classroom environment. Some visitors were surprised to find microscopes at this exhibition but there was an overall good interest.

Mario Kuca,
Motic Microscopes, Germany

The organising staff is very friendly and committed.

Christine Michaut,
European Commission - OPOCE, Luxembourg

EXHIBITORS

ONLINE EDUCA BERLIN 2009 was accompanied by an extensive exhibition and demonstration area featuring **104 exhibiting companies and institutions from 20 countries**. The exhibition offered a central meeting and networking point within the conference and provided a much-appreciated opportunity for delegates and visitors alike to find out about the latest products and services.

List of Exhibitors 2009

- 3P Learning / Mathletics
- 4system GmbH
- Aalto University
- Adobe
- Aldebaran Robotics
- Articulate
- Blackboard
- BPP Learning Media
- Cap Digital
- CAPDM Limited
- Caspian Learning
- CHECK.point eLearning / INFObases GmbH
- Cisco WebEx
- common sense eLearning & training consultants GmbH
- Cornerstone OnDemand
- Corporate Semantic Web
- CV&A Consulting
- digital publishing
- Docebo Srl
- Echo360
- eCom Scotland
- EFMD
- eInstruction
- e-Learning for Kids Foundation
- Elearningforce International
- eLeDia - eLearning im Dialog
- ELIG
- Elluminate
- Elmo Europe GmbH
- eSPACE MULTIMEDIA
- eSpok, LLC
- European Commission
- Federal Agency for Education of Russian Federation
- Fischer, Knoblauch & Co.
- FIZ Chemie
- Fronter
- Gatlin International LLC
- GEC
- Giunti Labs
- HTW Berlin - University of Applied Sciences
- IMC AG
- IMS Global Learning Consortium
- INMEDEA GmbH
- IT-Objects GmbH
- ITOP
- it's learning
- KING ICT d.o.o.
- Knowledge Horizon - Oman (Ministry of Education)
- KTM ADVANCE
- Learning Objects, Inc.
- Lerian-Nti Languages
- LIBCAST
- Link & Link Software

- LOQUENDO
- LPLUS GmbH
- LTFE, University of Ljubljana
- Maths for More
- MediaTouch2000
- Metropolia University of Applied Sciences/E-team
- Ministry of Education - Sultanate of Oman
- Moava
- Momindum
- MONDIALE-Testing GmbH
- Moodle
- MOS - MindOnSite SA
- Motic Europe - Motic Deutschland GmbH
- NComputing
- Nintendo
- nlearning Ltd - Plagiarismadvice.org
- OLAT - Online Learning And Training (University of Zurich)
- Open Universiteit Nederland (CELSTEC)
- Pearson
- Piramide e-learning
- PM Conseil
- Polycom
- Pontydysgu
- Presentations 2Go
- Publications Office
- Questionmark Europe s.c.r.l.
- QuickLessons LLC
- Rosetta Stone
- Sakhr Software
- Siemens Stiftung
- SKYLIGHT GmbH
- SMART Technologies (Germany) GmbH
- Solics GmbH
- Stoas Learning
- Strikeplagiarism.com
- SuperMemo World
- Synergy Learning
- Teacheo
- TechSmith Corporation
- The British Institute for Learning and Development (the BILD)
- The Higher Education Academy
- Thinking Cap
- Tobii Technology GmbH
- Trivantis Corporation
- University of Hertfordshire, School of Computer Science
- Videofon
- Wacom Europe GmbH
- WHP International
- WWEDU World Wide Education GmbH
- Wyse Technology
- YOUNG DIGITAL PLANET S.A

A number of these exhibitors also gave presentations on their activities, services and latest product developments during the Company Presentation segments in the main conference programme.
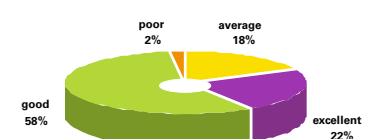
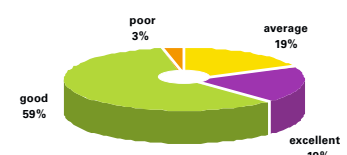### Exhibitor Satisfaction 2009

How would you rate the opportunity to establish new contacts during the exhibition?

- poor 2%
- average 18%
- excellent 22%
- good 58%

How would you rate the opportunity to consolidate existing relationship?

- poor 3%
- average 19%
- excellent 19%
- good 59%

TESTIMONIALS AND COMMENTS

It was a great event, well organised considering the vast amounts of people attending.

Tracy Gee, PNE Group, UK

ICWE is getting better and better!

Geraldine Rizzo, NComputing, UK

Very happy and look forward to working with ICWE again.

Mehdi Tounsi, Gatlin International LLC, UK

I wanted to write you a quick note to thank you for all your support and information on the run up to the ONLINE EDUCA conference last week.
We felt that it helped make our session in the conference programme go very smoothly. We were also very pleased with the turn out we had!

Sarah Wills, The British Institute for Learning and Development (BILD), UK

Thanks again for a perfect organisation.

Julia Ewen, IMC AG, Germany

I found that 2009 was the best conference ever – and I have attended most of them. You and your very dedicated team must be congratulated on producing a superb conference!

Casper Schutte, University of Pretoria, South Africa

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